ANTHOR
Education and Learning Journal
https://anthor.org/index.php/anthor
Email. anthor.Jurnal@gmail.com
Halaman: 01 - 08
E-ISSN: 2963 – 198X P-ISSN: 2963 – 2498 | Volume 4 Nomor 1 Tahun 2025

Students' Perceptions on The Use of Tinkerbell Video in Listening Comprehension

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Abstrak

Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap penggunaan video Tinkerbell dalam pemahaman mendengarkan. Secara spesifik, penelitian ini menyelidiki bagaimana siswa kelas XI SMKN 4 Tanjungpinang memandang penggunaan video Tinkerbell dalam meningkatkan keterampilan mendengarkan mereka. Penelitian ini bersifat analitis dan menggunakan metode purposive sampling, dengan melibatkan 15 siswa sebagai partisipan. Desain penelitian yang digunakan adalah kuantitatif deskriptif, dengan kuesioner dan wawancara sebagai instrumen pengumpulan data. Namun, hanya tujuh siswa yang berpartisipasi dalam wawancara. Hasil penelitian menunjukkan bahwa dalam subaspek kognitif, 59% siswa setuju bahwa video Tinkerbell membantu mereka mempelajari banyak kosakata baru melalui aktivitas mendengarkan. Dalam subaspek afektif, 73% siswa merasa bahwa menonton Tinkerbell membuat mereka lebih nyaman dalam belajar bahasa Inggris. Sementara itu, dalam subaspek konatif, 67% siswa setuju bahwa mereka perlu secara teratur mencatat kosakata baru yang diperoleh dari video Tinkerbell ke dalam buku catatan mereka.Namun, dalam sub-aspek konatif lainnya, 73% siswa tidak setuju dengan pernyataan bahwa video Tinkerbell berdampak pada peningkatan keterampilan mendengarkan mereka. Meskipun demikian, semua siswa yang diwawancarai memberikan respons positif terhadap penggunaan video Tinkerbell dalam pembelajaran bahasa. Mereka menggambarkannya sebagai metode yang menarik, menyenangkan, dan mengasyikkan.

Kata Kunci:
Persepsi Siswa, Video Tinkerbell, Pemahaman Mendengarkan.

Abstract

The study aimed to analyze students' perceptions on the use of Tinkerbell videos in listening comprehension. The objective of this research was to investigate students' perceptions in using Tinkerbell video for listening comprehension at the 11th grade of SMKN 4 Tanjungpinang. This research was an analytical study using the purposive sampling method, which was 15 students as participants. This research used descriptive quantitative research design, utilizing questionnaire and interviews as the instruments. However, only seven students were interviewed. The researcher found that in cognitive sub-aspect of the questionnaire, 59% of the students agreed that Tinkerbell helps them learn many new words through listening. In the affective sub-aspect, 73% of students believed that watching Tinkerbell made them feel more comfortable studying English. In the conative sub-aspect, 67% of 15 students agreed that they should regularly record all new words from Tinkerbell in their books. However, in another conative sub-aspect, 73% of students disagreed, stating that Tinkerbell video had no impact on their ability to learn listening skills. Nevertheless, all interviewed students responded positively to using Tinkerbell videos to language learning, describing them as engaging, fun, and exciting.

***Key Word**:*
Students' Perception, Tinkerbell Video, Listening Comprehension.

Information Production:
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INTRODUCTION

Language learning education still has significant rules to follow while speaking with people from various countries. Learners have always been able to understand the basic concepts and abilities of studying English. They are using vocabulary, grammar, and punctuation as components in speaking, listening, writing, and reading tasks.

Listening is seen to be the language ability that people employ the most frequently to stimulate and encourage effective communication (Field, 2009). Students that perform well in listening may have different speaking abilities. Nafisah (2019) argued that listening comprehension is not as frequently taught in schools as grammar, speaking and writing. Particularly in Indonesia, where English is taught primarily for the

e-ISSN: 2963 – 198X
p-ISSN: 2963 – 2498

purpose of various texts, grammar, writing, speaking. Students who experience this condition have poor listening proficiency. Many students struggle to understand listening skills, such as taking in the studio's subtitles, and they frequently believe that listening is not that important for language development because it only involves hearing.

Although listening skill is considered as a tough skill, there are some ways to practice or improve listening skill such as watching English programs, movies, listening to English radio and native speaker. Using videos in English learning surely can attract students' interest to watch the videos. An appropriate teaching assistant media can accelerate learners' concentration and encourage their involvement in teaching-learning practice (Heinich, 2011). Through audio visual media, the students will practice their two multi-sensory such as sound and sight at the moment they are doing listening practice.

In teaching, the video material must be selected by the teachers in order to provide an appropriate teaching material. According to Oddone (2011) the videos are usually taken from variety sources so that most video cannot be used in learning process. It is important for the teachers to select and design the video in order to give related and convenient materials for the students especially in listening. The video can include video clips, cartoon, films, songs, TV programs, channel or other sources. The teacher needs to be able to design the video so that will help the learners in improving their listening skill.

Kamilah (2013) stated that there are some previous studies that have been conducted which are related to this research. In this research, the research was done by using experimental class and control class in Senior High School in Tanjungpinang. By using contextual videos as the variable, the researcher found out that the listening skill of the Senior High School students was increased after treated by contextual videos. The students' score in listening from the experimental group was higher than control groups. The students also gave positive response toward the use of contextual videos where they preferred the use of videos during learning activities. The videos also attract the students' attention during learning activities so that the outcome of learning listening is more preferable.

Secondly, in this research, the research was conducted to investigate the use of video materials in listening teaching and the attitudes from the students toward video materials (Woottipong, 2014). The participants were the second-year students from SMKN 4 Tanjungpinang. By implementing video materials for twenty teaching periods, the results showed that the total score of students' post-tests was higher than pretest. It means that the students' ability in listening skill was increased after the implementation of video materials. Then, the attitudes from the students signify a good response where they feel more interest and motivated to learn listening skill.

Thus, the use of video materials positively impacts students' listening skills and provides more engaging teaching materials. Based on previous studies, the researchers aim to conduct a study to investigate whether the use of videos improves students' listening abilities. Since previous studies have not specifically examined the influence of video-based learning on listening skills and have not been conducted in schools in Tanjungpinang, this research will be carried out at SMKN 4 Tanjungpinang. This school was chosen because the majority of its students have low listening skills, and most of the learning process focuses on speaking, grammar, and writing skills.

RESEARCH METHOD

The writer used a qualitative approach in this research. Based on Creswell, J. W., & Creswell, J. D. (2018), a qualitative approach relies on text and visual data, involve distinct data processing procedures, and employ a variety of designs. Amelia (2023) stated that qualitative research tries to understand and describe events that occur in social life. Examining the acts and conduct of an individual or group society, for example (p. 35). therefore, this research focuses on the listening learning process. The writer's role in this research is that of a researcher as well as a teacher who teaches English.

Based on Sutopo, H. B. (2002), All case research designs in qualitative research are always contextual in nature, i.e. research that bases it is analysis on unique characteristics, with no attempt to generalize research conclusions. To fulfill the purpose of this research, namely the students' perceptions in applying Tinkerbell videos learning listening, therefore, the writer designed an instrument to obtain data through questionnaires and interviews to the subject of the research. Data from questionnaires and interviews will be presented descriptively to address research question. In this research, the writer conducted research using a case research design and delivered the findings using descriptive analysis. The sample is a group of the target population that the researcher seeks to investigate in order to generalize about the target population. The sample of this research included 15 students at the SMKN 4 Tanjungpinang.

The technique of collecting data of this research were questionnaire and interview. According to Saifuddin (2009), questionnaires can be closed or open-ended questions or statements. The questionnaire

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employed in this research is a closed questionnaire. The questionnaire of this research used a Likert scale 1-4 is utilized to determine the subject of research's preferences or degree of agreement with assertions (Yani, 2015). This questionnaire is written in Indonesian to make it easier for research subject to complete.

Table 1. Blueprint of Questionnaire

Variable	Aspects	Sub Aspects	Indicator	Test Item	Total
Students" Perception	Positive Perception	Cognitive	Students are able to interpret what they understand or know when watching Tinkerbell	1, 2, 3, 4, 5	5
		Affective	Students are able to interpret what they feel when watching Tinkerbell	11, 12, 13, 14, 15	5
		Conative	Students are able to interpret what their actions or motivations are in watching Tinkerbell	21, 22, 23, 24, 25	5
	Negative Perception	Cognitive	Students are able to interpret what they understand or know when watching Tinkerbell	6, 7, 8, 9, 10	5
		Affective	Students are able to interpret what they feel when watching Tinkerbell	16, 17, 18, 19, 20	5
		Conative	Students are able to interpret what their actions or motivations are in watching Tinkerbell	26, 27, 28, 29, 30	5
Total					30

The second was the interviews. According to Stainback (1988), interviews allow researchers to acquire a deeper understanding of how participants interpret an event or phenomena than observation alone.

Table 2. Blueprint of Interview

No.	Indicator	Question Item
1.	Background	Where are you currently studying? And what grade?
2.	Experience	Are they any difficulties while watching Tinkerbell?
3.	Opinion	What do you think about using Tinkerbell videos to learn new words in listening? Do you think previous media were more effective in Tinkerbell videos for learning listening? In your opinion, is the use of Tinkerbell videos effective in increasing your listening knowledge?
4.	Feeling	How do you feel when you watched Tinkerbell videos in class?
5.	Senses	When watching Tinkerbell videos, are the videos enjoyable or boring?
6.	Knowledge	How many new words in listening did you get while watching Tinkerbell? In your opinion, do Tinkerbell videos help you memorize and learn the new words in listening?
Total Items		9

In collecting the data, the researcher created a questionnaire based on multiple sources as a data collection tool. This questionnaire includes statements based on three indicators: cognitive, emotional, and conative. Before the writer distributed this questionnaire to research respondents, the supervisor reviewed it, and the writer conducted a validity test on it. The writer distributed questionnaires to research respondents, collected their responses, and analyzed the results.

Following questionnaire analysis, the writer conducted interviews with research subjects. The interview questions are structured around six indicators: background, experience, opinion, feelings, senses, and knowledge. The interview questions, like the questionnaire, were written by the writer and updated by the supervisor, with the writer assessing the interview's validity. The writer performed one-on-one interviews with research subjects in Indonesian to facilitate their responses to questions. The writer will utilize a mobile phone tape recorder to document all interview activities with study subjects. The writer then evaluates and analyses the data from the recorded interviews.

FINDINGS AND DISCUSSIONS

Findings

Based on the questionnaires distributed to students at SMKN 4 Tanjungpinang about their attitudes of using Tinkerbell movies to improve listening comprehension, the results were found as follows:

Table 3. Data of Questionnaire

No.	Data of Questionnaire
Q1	In the first statement, namely by "Do you like learning related to listening skills", 59% of students chose to agree with this statement and 41% of other students disagree. Therefore, it can be perceived that students can learning the listening skills.

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Q2	The second statement is about "Do you always ask questions if you don't understand the listening material your teacher is presenting in class?". As in the table above, the data shows that 45% of students chose to disagree with the statement, and 55% of other students agreed. Therefore, it can be concluded that many students agree to asked the teacher to understand the listening material in class.
Q3	The third statement, namely "Are you motivated to learn listening skills?". The table above shows that 57% agree that students are motivated to learn listening skills. Moreover, 43% of students disagree that students are motivated to learn listening skills. Therefore, it can be concluded that many students agree that listening skills can motivate students' learning.
Q4	The fourth statement namely about "Do you think learning listening skills is fun?" In the data presented, 76% of students chose to agree and 24% of other students chose to disagree. Therefore, it can be concluded that students having fun to learning listening skills.
Q5	The fifth statement is about "Do you usually study English to practice your listening skills at home in your spare time?". In the data presented, 27% of students chose to agree. Next, 73% of students chose to disagree. Therefore, it can be concluded that students do not agree with practicing English listening skills in their spare time.
Q6	The sixth statement discusses "Does your English teacher always motivate you to practice your listening skills at home?". Based on the table presented, 7% of students chose to disagree, then 93% of students choose to agree. Therefore, it can be concluded that students do not agree with the statement that English teacher motivate the students to practice listening skills at home. That means English teacher can help motivate students' listening skills.
Q7	The seventh statement about "When your teacher gives listening skills lessons, does the English teacher maximize existing media such as videos, songs or films? Is the media used to learn listening skills appropriate (no errors)?". Based on the table presented, 13% of students choose to disagree, then 87% of students choose to agree. Therefore, it can be concluded that students do not agree with the statement when teachers give lesson about listening skills, the media is not appropriate to learn listening skills. That means the teacher had other media to teach the students about listening skills.
Q8	The eighth statement is about "Has your English teacher ever held tutoring/extracurricular/extra hours in learning listening skills at school?". In the table presented, 30% of students choose to agree and the remaining 70% of students disagree with the statement. Therefore, it can be concluded that students disagree that teachers held extra hours in learning listening skills.
Q9	The ninth statement is about "If your listening score is below average/did not pass. Are you motivated to further improve your listening skills?". In the table presented, 73% of students choose to agree and the remaining 27% of students disagree with the statement. Therefore, it can be concluded that students motivated improving the listening skills.
Q10	The tenth statement is about "Are you familiar with listening skills learning?". In the table presented, 73% of students choose to disagree, then 27% of students choose to agree with the statement. Therefore, it can be concluded that students are not familiar in learning listening skills.
Q11	The eleventh statement "Does your teacher use a teacher's guide to teach listening skills?" In the table presented, 86% of students choose to agree, and the remaining 14% of students choose to disagree with the statement. Therefore, it can be concluded that teachers use teachers' guide to teach students in listening skills.
Q12	The twelfth statement is about "Can you concentrate well when learning listening skills in class?". In the table presented, 80% of students chose to disagree, then 20% of students choose to agree with the statement. Therefore, it can be concluded that students disagree to concentrate well in learning listening skills.
Q13	The thirteenth statement is "Is your English teacher sensitive if you are confused about understanding the listening skills material?". In the data presented, 40% of students choose to disagree and the remaining 60% of students choose to agree. Therefore, it can be concluded that students confused about understanding the material listening skills.
Q14	The fourteen statement "Does your English teacher motivate you to practice listening more actively?". In the data presented, 67% of students choose to agree and the remaining 33% of students choose to disagree. Therefore, it can be concluded that the teacher motivates the students to practice listening more actively.
Q15	The fifteen statement is "Does your English teacher carry out reflective actions in listening lessons?". In the data presented, 27% of students choose to agree, and the remaining 73% of students choose to disagree. Therefore, it can be concluded that teachers carried out reflective actions in listening lessons.

Based on the interviews distributed to students at SMKN 4 Tanjungpinang about their attitudes of using Tinkerbell movies to improve listening comprehension, the results were found that six of the fifteen students who volunteered to be interviewed were asked nine questions. This section is intended to compile all of the students' experiences, views, and feelings regarding utilizing Tinkerbell to learn listening. Students provided meaningful responses during the interview process. It can be proved by data below:

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Table 4. Data of Interview

No.	Data of Interview	Theme
Q1. Where are you currently studying? And what grade?	- *Aku sekolah di SMKN 4 Tanjungpinang. XI RPL 1.* (Student 1) - *Aku sekolah di SMKN 4 Tanjungpinang. XI RPL 1.*(Student 2) - *Aku sekolah di SMKN 4 Tanjungpinang. XI RPL 1.*(Listia Riauwati) - *Aku sekolah di SMKN 4 Tanjungpinang. XI RPL 2.*(Farrel Yuri) - *Aku sekolah di SMKN 4 Tanjungpinang. XI RPL 2.*(Yasifa Alfiatus) - *Aku sekolah di SMKN 4 Tanjungpinang. XI RPL 1.*(Shellviana)	Most of the participants came from second grade of senior high school.
Q2. Are there any difficulties while watching Tinkerbell?	- *Engga ada sih bu.* (Student 1) - *Engga, ga ada bu.* (Farrel Yuri) - *Kesulitannya itu bu, kosakata yang panjang-panjang. Kayak minggu kemarin tuh kan ada kosakatanya yang ga jelas jadi ga dijawab.* (Shellviana) - *Engga sih, ga ada. Tapi kadang ada yang suka belibet (cara Tinkerbell berbicara) bu.* (Student 2) - *Ada bu, kayak yang panjang itu, kosakata yang panjang. Cara Tinkerbell ngomong juga.* (Listia Riauwati) - *Kesulitannya itu memahami arti kata yang diucapkan Tinkerbell.* (Yasifa Alfiatus)	Participants felt that learning listening using Tinkerbell videos was easier. However, in the longer listening section and how Tinkerbell spoke, participants had difficulty understanding.
Q3. What do you think about using Tinkerbell videos to learn listening?	- *Seru aja, tinggal tulis katakatanya trus tinggal dicari artinya di kamus.* (Farrel Yuri) - *Enak, karena ya kalo abis kayak gitu (nonton), nyari artinya di kamus terus istirahat.* (Listia Riauwati) -*Pengertian bahasa Inggrisnya meningkat terus bu.* (Shellviana) - *Bagus tapi kayak lebih masuk ke pikiran bu, jadi gampang.* (Student 2) - *Bisa nyari di kamus walaupun belum terlalu bisa, masih suka minta guru buat bantuin. Bisa nyatet kosakata dari Tinkerbell sampe puluhan begitu.* (Student 1) - *Seru. Karena bisa menghibur kita semua. Terus sama agar pengetahuan kita makin banyak.* (Yasifa Alfiatus)	All participants said that learning listening using Tinkerbell videos was very fun and could increase participants' listening knowledge.
Q4. Do you think previous media were more effective than Tinkerbell videos for learning listening?	- *Tinkerbell karena lebih seru pake video gitu jadi mudah paham.* (Yasifa Alfiatus) - *Tinkerbell lebih efektif bu. Karena kosakatanya bisa dapetin yang lebih baru, lebih banyak juga.* (Student 2) - *Audio nya bu. Jadi film Tinkerbell nya kurang untuk dipahami.* (Farrel Yuri) - *Tinkerbell nya harus lebih efektif lagi bu. Karena ya kurang jelas aja dari cara ngomong bahasa Inggrisnya, trus tidak ada teksnya juga di video.* (Student 1) - *Tinkerbell bu, soalnya harus nyatet kata-kata sendiri dari video Tinkerbell terus nyari artinya juga.* (Shellviana) - *Soalnya misalkan di Tinkerbell itu kayak cerita / film di Moana bu, karena Tinkerbell dan Moana itu banyak petualangannya, dan cerita nya itu kadang-kadang lucu.* (Listia Riauwati)	All participants said that using Tinkerbell videos to learn new words was more effective and fun than other media.
Q5. In your opinion, is the use of Tinkerbell videos effective in increasing your listening knowledge?	- *Lumayan, jadi tau kosakata baru (dalam bahasa Inggris).* (Shellviana) - *Efektif buk jadi tambah banyak. Karena kan kalo Tinkerbell itu kalo bikin tingkahnya dan pemikirannya yang luas.* (Student 1) - *Efektif bu, karena bahasa Inggrisnya bisa di cari di kamus.* (Listia Riauwati) - *Efektif. Karena daripada yang lain, kayak lebih kurang paham.* (Farrel Yuri) - *Efektif kak, soalnya kan juga belajar kosakata baru. Kayak yang susah tuh bisa juga dapet (tau) karena kan belum tau artinya ya. Kita nyatet gitu sambil nyari artinya.* (Yasifa Alfiatus) -*Iya karena di situ banyak pengetahuan bahasa Inggris kosakata lainnya.* (Student 2)	All participants stated that learning listening using Tinkerbell videos was effective in increasing participants' listening knowledge.
Q6. How do you feel when watching Tinkerbell videos in class?	- *Seru buk. Nyari-nyari (artinya) aja seru.* (Student 1) - *Seru buk. Karena suka ketawain Tinkerbell karena lucu.* (Student 2) - *Seneng, ya seneng doang. Seneng gara-gara nonton.* (Shellviana) - *Seneng sih, karena di akhiran suka ada musiknya.*(Yasifa Alfiatus) - *Seneng soalnya bisa sambil nonton juga seru, karakter terrence di cerita Tinkerbell yang membantu Tinkerbell membuat kapal dari barang bekas di pinggir sungai.* (Farrel Yuri) - *Sangat seru karena bisa menonton dengan teman-teman.* (Listia Riauwati)	All participants stated that they found learning the new words in listening using Tinkerbell videos very fun and exciting.
Q7. When watching Tinkerbell videos,	- *Menyenangkan sih. Walaupun tidak muncul kata yang Tinkerbell ucapkan di video.* (Shellviana)	All participants stated that the Tinkerbell video they watched was

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are the videos enjoyable or boring?	- *Seru buk. Karena di Tinkerbell, cara dia berjalan karena kehabisan bubuk peri nya, dan terus berjuang untuk mendapatkan kaca ajaib itu.* (Yasifa Alfiatus) - *Seru-seru aja. Karena ada kosakata baru yang saya temukan di ceritanya.* (Farrel Yuri) - *Menyenangkan buk, lucu banget liat tingkahnya Tinkerbell.* (Listia Riauwati) - *Seru bu. Karena kan (Tinkerbell) sambil menampilkan hasil kerja kerasnya, juga kualitas gambarnya bagus biar lebih paham begitu.* (Student 2) - *Seru karena beragam cerita menarik yang ada di video Tinkerbell.* (Student 1)	enjoyable.
Q8. How many new words did you get while watching Tinkerbell?	- *Ada sekitar 15 kosakata baru buk.* (Student 2) - *Ada sekitar 16 kosakata bu.* (Student 1) - *Kira-kira kayak ada 15 sampai 20an berapa begitu.* (Listia Riauwati) - *Antara 15 sampai 30.* (Farrel Yuri) - *Banyak, kayak bisa sampe 10-20 buk.* (Shellviana) - *Banyak bu, ada sekitaran 28 bu.* (Yasifa Alfiatus)	Many of the participants stated that they learned listening using Tinkerbell videos adding 10 to 30 new words.
Q9. In your opinion, do Tinkerbell videos help you memorize and learn new words in listening?	- *Membantu buk, membantu mengingat. Misalkan perjuangan karakter Tinkerbell dalam membuat tongkat batu bulan nya*. (Yasifa Alfiatus) - *Iya buk. Karena kadang tuh ada yang kosakatanya gampang jadi mudah diingat gitu bu.* (Shellviana) - *Iya bu, karena seru doang buk.* (Farrel Yuri) - *Membantu banget. Yang aku belum tau menjadi lebih baik.* (Student 1) - *Membantu bu, dia itu hmm apa namanya bilangin kayak ini itu dalam bahasa Inggris.* (Student 2) - *Iya buk. Itu karena bisa mengingat kembali kalau misalkan kita lupa ingat aja di YouTube Tinkerbell, pasti ketemu.* (Listia Riauwati)	All participants stated that using Tinkerbell videos in learning listening was very helpful in remembering and learning new words.

Discussion

This study aims to explore students' perceptions of using Tinkerbell videos for learning listening. For the questionnaire, the writer divides perceptions into two categories: positive and negative. These two categories are further separated into three groups: cognitive, emotional, and conative. All categories are based on students' experiences using Tinkerbell videos to develop listening. And for the interview with six students who consented to share their thoughts, opinions, and feelings about utilizing Tinkerbell videos to teach listening. The authors' questionnaires and interviews revealed mixed opinions from pupils regarding the use of Tinkerbell movies to teach listening skills.

Positive Perception

The good perception stems from the questionnaire's cognitive sub-aspect, indicating a focus on students' understanding. This statement number one discusses Tinkerbell teaching them several new English terms. As with questionnaire number one, which received a high frequency response, 59%, or 6 out of 15 students, agreed that Tinkerbell helps them learn a lot of new words by listening. It's all because any word or thing that Tinkerbell calls, holds, or points to appears in English in the Tinkerbell video. Students who see Tinkerbell will get what it signifies. This word is occasionally accompanied by an image that conveys its meaning. It enables students to easily detect and learn new words in English.

This good assessment stems from the affective sub-aspect of the questionnaire, indicating students' feelings. This statement number 12 explains how students feel comfortable studying English. As with questionnaire number 9, which had the most responses, 73% of students, or 6 out of 15 students, believe that seeing Tinkerbell makes them feel more comfortable studying English. As a result, the Tinkerbell videos utilized by the author to teach new words in listening are from YouTube. YouTube media's interesting content can increase student interest and motivation, leading to better knowledge compared to book summaries. Although some students decided to agree rather than strongly agree, it is possible to conclude that the use of Tinkerbell movies in vocabulary learning helped students feel more comfortable studying English.

The positive perception stems from the questionnaire's conative sub-aspect, which focuses on students' motivation and actions. This assertion, number 14, outlines how students always take notes when listening in Tinkerbell movies. As with questionnaire number 14, which had a high frequency response, 67%, or 6 out of 15 students, agreed that students should regularly record all new words from Tinkerbell films in their books. Students watch the Tinkerbell film in class and take notes on every new word that appears in the video.

Interviews revealed that Tinkerbell videos were well-received for teaching listening skills. As many as 6 out of 15 students, or all students interviewed, responded positively to utilizing Tinkerbell videos to learn new languages, describing them as engaging, fun, and exciting.

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- *Seru buk. Karena suka ketawain Tinkerbell karena lucu.* (Student 2)
[Exciting. I laughed at Tinkerbell because she's funny.]
Students appreciated and had pleasure watching Tinkerbell movies to practice listening because they were engaging for them.

Negative Perception

The unfavorable perception stems from the questionnaire's conative sub-aspect, which focuses on students' actions or motivation. Statement 15 is about listening and learning. In the data presented, 73% of students, or 6 out of 15, voted to disagree. As a result, students disagree that viewing Tinkerbell has nothing to do with their ability to learn to listen. That indicates that seeing Tinkerbell helps students learn to listen.

Furthermore, three of the seven students assessed had difficulty when watching Tinkerbell. They claimed that the challenges they experienced included a long word, Tinkerbell's way of speaking, and words that were not understood, as students stated:

"- *Tinkerbell nya harus lebih efektif lagi bu. Karena ya kurang jelas aja dari cara ngomong bahasa Inggrisnya, trus tidak ada teks nya juga di video.*

[Tinkerbell must be more effective. Because it's not clear how to speak English, so there's no text in the video either.] (Student 4)

Students remarked that the Tinkerbell film contained many phrases that they only knew, and the words were long. As a result, they are having difficulty finding the meaning in the dictionary and seek assistance from teachers. Furthermore, students have difficulty understanding Tinkerbell's speech, either because it is too quick, or they are unfamiliar with it.

CONCLUSION

This study explored students' perceptions of using Tinkerbell videos for learning listening skills, revealing both positive and negative viewpoints. The positive perceptions were categorized into cognitive, emotional, and conative aspects. Many students found Tinkerbell videos helpful for learning new vocabulary, engaging, and enjoyable, which increased their motivation and comfort in studying English. Additionally, students actively took notes on new words while watching the videos. However, negative perceptions also emerged, particularly regarding the clarity of Tinkerbell's speech and the lack of subtitles. Some students struggled with unfamiliar vocabulary, fast speech, and long words, which made comprehension difficult. Despite these challenges, most students acknowledged that watching Tinkerbell videos contributed to their listening skills. To maximize the effectiveness of Tinkerbell videos in listening practice, teachers could consider adding subtitles to aid comprehension and selecting videos with clearer pronunciation. Additionally, providing pre-listening activities, such as vocabulary previews, could help students familiarize themselves with challenging words before watching. By addressing these concerns, Tinkerbell videos could become an even more valuable tool for improving students' listening abilities in English.

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